



MINNESOTA

The Afterschool Investments project is developing profiles for each state to provide a snapshot of the “state of afterschool,” as well as an opportunity to compare afterschool activities across the country. This profile provides key data and descriptions of the afterschool landscape, which includes a range of out-of-school time programming that can occur before and afterschool, on weekends, and during summer months. It is designed to serve as a resource for policymakers, administrators, and providers.

Statewide Initiatives

► **Minnesota Out of School Time Partnership (MnOST).** The Minnesota Out-of-School Time Partnership is a network of public and private organizations dedicated to the belief that all Minnesota communities must ensure options for children and youth to learn, develop, and contribute during non-school hours. Over 30 Partnership members meet collectively and in work groups to make this vision a reality. The partnership works with financial support from the Child Care and Development Fund school-age care earmark, 21st Century administration funds, and the McKnight Foundation among others. A Public/Private Agenda Setting Group is guiding and supporting the activities of the MnOST Partnership. The Partnership supports the following work groups:

- A Youth Funders Consortium is working to coordinate funding systems and leverage additional funding from the private sector;
- The Communications Work Group, in cooperation with the Frameworks Institute, is conducting a major study of how Minnesotans frame issues related to out of school time and the solutions that are needed;
- The Policy Work Group is examining policy issues and exploring ways to coordinate and increase the effectiveness of advocacy issues;
- The Field Support Work Group is reviewing what is available and what is needed to better support the professionals and organizations that provide out of school time programs.

For more information, see mncost.org/partners.html

Quick Facts

Demographics

Total population:4,919,479

Number of children
ages 5-12:582,753

Percent of population:12%

Percent of students eligible
for free and reduced-price
lunch:26.4%

Percent of K-12 students in Title I
“Schoolwide” schools: 8.4%

For more demographic information,
visit [http://nccic.org/statedata/
statepro/minnesot.html](http://nccic.org/statedata/statepro/minnesot.html)

Child Care and
Development Fund (CCDF)• CCDF Administrative
Overview

Administering agency:
Minnesota Department of Human
Services

Total estimated FFY03
federal and state
CCDF funds:\$122,510,625

FFY03 total federal
share:\$76,388,077

FFY03 state MOE plus
match:\$46,122,548

FFY03 School Age & Resource and
Referral Earmark:\$230,928

FFY02 Total Quality
Expenditures:\$7,527,686

Percent of children receiving
CCDF subsidies who are
ages 5-12:45.5%



U.S. Department of Health and Human Services
Administration for Children and Families, Child Care Bureau



► **Local Levy Authority for Special Needs Care.** The Minnesota Department of Education grants local levy authority to school districts offering school-age care programs for the additional costs of providing services to children with disabilities or experiencing family problems. Families eligible for Child Care Assistance Program subsidies may use them for this program. The Minnesota Department of Education provides additional aid to districts that have a limited ability to raise local funds.

► **Community Education.** Minnesota's Community Education program promotes lifelong learning and community involvement through a range of activities, including school-age programs. The Community Education program is managed independently by each school district and receives funding from the state Department of Education, local levies, and parent fees. In 2002, a new levy was authorized for the Youth Afterschool Enrichment Program, targeted toward programs during high-risk times and with an emphasis on academic enrichment.

► **Minnesota Commission on Out-of-School Time.** The Commission, part of the University of Minnesota Presidential Initiative on Children, Youth, and Families, is crafting a vision and major strategies for ensuring that all Minnesota children and youth have engaging opportunities to learn and develop during the non-school hours. Representatives from business, education, higher education, community, and philanthropy will produce a series of reports and recommendations about the need for out-of-school time programming.

For more information, see www.mncost.org

► **University of Minnesota Extension Service Youth Development Initiative.** The Center for 4-H Youth Development and its statewide staff of educators and program coordinators are dedicated to making a measurable difference in the quality, availability, and impact of out-of-school opportunities for youth ages 6 to 18. Efforts include both direct service programs such as 4-H clubs and 4-H Afterschool Programs as well as the Minnesota Youth Work Institute, which provides training opportunities for volunteers and professionals working with youth. New afterschool and summer programs with Native American reservations and at public housing sites are underway, and the Center recently launched a series of research and policy symposia on out of school time opportunities, including discussion guides for communities.

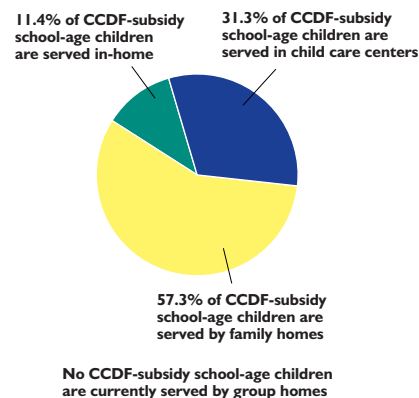
For more information see www.mn4H.org or www.mnywinsitute.org

► **School Age Professional Development Project.** The Department of Human Services has a contract with Concordia University to develop and implement strategies coordinated with the state's professional development system that will improve and strengthen the quality and care available to school-age youth and their families. The project will integrate a School Age Care Mentoring program into system delivery. Products will include a self-assessment template for programs and practitioners to determine training needs and a sequence of program improvement training from entry level through accreditation. The online School Age/Youth Professional Development Center, available at <http://www.mnsay.org>, provides resources to providers, including links to professional development opportunities, mentoring, and networking programs.

► **Program Improvement and Accreditation (PIA) Grant.** The Minnesota School-Age Care Alliance (MNSACA) administers this grant through the Department of Human Services using Child Care and Development Fund dollars. The purpose of this award is to further develop a School-Age Child Development Resource Network to support coordination of an integrated and accessible system of program

Quick Facts (continued)

• Settings



• Uses of CCDF Earmarks and Quality Dollars for Afterschool

"Resource and referral and school-age" earmark:

Funds may support regional grants to providers that are administered by local Child Care Resource and Referral agencies. Funds may also be used to develop statewide training and technical assistance programs and a formal statewide network to better coordinate training and technical assistance.

Other quality activities:

The quality earmark may be used to fund the Professional Development Resource Network, which will coordinate development of training for school-age providers.

• Provider Reimbursement Rates and Family Copayments

Label assigned by state for school-age rate category:School-age

Maximum rate for center-based school-age category:\$52.00/day

Notes: Rates vary by regional groups of counties. Rates for Hennepin County given.

Standardized monthly center-based school-age rate\$560

Is "time in care" a factor in determining family copayment for school-age care?No

Temporary Assistance for Needy Families (TANF) and Child Care

FFY02 state TANF transfer to CCDF:\$22,002,795

FFY02 TANF direct spending on child care:\$16,069

improvement for those who work with school-age youth. Emphasis is placed on preparing and supporting programs through the accreditation process. Additionally, MNSACA offers regional trainings, a statewide annual conference, and other resources on quality out-of-school time programs.

For more information, see www.mnsaca.org/PIA.cfm

- ▶ **Minnesota Alliance with Youth.** This statewide organization is affiliated with America's Promise, a national organization that aims to promote access to five "promises": safe places, mentoring, children's health, and opportunities to learn and to give back to the community. The Alliance works with private sector partners to promote youth programs that offer safe places and structured activities during non-school hours.

For more information, see www.mnyouth.org

- ▶ **McKnight Foundation.** The Minnesota-based foundation funds out-of-school time programs run by community-based organizations. The Foundation also supports the Minnesota Youth Work Institute, a university-based professional development initiative to provide training for adults working with young people. For more information, see www.mcknight.org

Notable Local Initiatives

- ▶ **Minneapolis Beacons.** Minneapolis Beacons Project is a collaboration between schools, families, and community-based organizations led by the Minneapolis YMCA. Beacons make use of existing community resources to provide programs to promote academic enrichment and personal development.
- ▶ **Minneapolis Recreation Plus.** The Minneapolis Park and Recreation Board established the Recreation Plus program to serve low-income children, primarily those from non-traditional and single-parent families. The program operates afterschool, before school, during school release, and summer break. It is coordinated by a certified care provider and includes social, cultural, art, physical, and environmental activities in neighborhood park facilities. A Parent Advisory Council contributes to the development of the program and provides a strong base of support. On early release days and during vacation periods, the full-day program includes field trips and special events. The city entered into an agreement with the school district to allow buses to transport children from school to 23 park sites, which accommodate 500 children during the school year and 700 during the summer.
- ▶ **Kids PLUS Program.** Funded by the Northland Foundation, the Kids PLUS Program has engaged young people and adults in the process of identifying the needs of children and their families in a seven-county area in northeastern Minnesota. Twenty-six communities have developed over 230 programs for children and youth over the past 11 years.

Quick Facts (continued)

Program Licensing and Accreditation Policies

Are there separate school-age licensing standards?No

Are school-operated programs exempt from licensing standards?Yes

Ratio of children to adults in school-age centers:

5 years10:1

6 years & over15:1

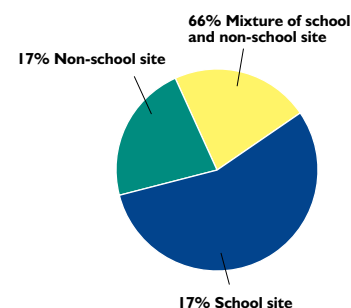
Number of National AfterSchool Association (NAA) accredited programs:35

21st Century Community Learning Centers (21st CCLC)

FY02 state formula grant amount:\$3,323,440

Applications funded:18

Program locations:



Licensing required?No

Statewide Organizations

National AfterSchool Association Affiliate:

Minnesota School Age Care Alliance
26 East Exchange Street, Suite 500
St. Paul, MN 55101
Phone: 651-290-6277
Web: www.mnsaca.org/index2.cfm

Statewide Child Care Resource & Referral Network:

Child Care Resource and Referral Network
380 Lafayette Road, Suite 103
St Paul, MN 55107
Phone: 651-290-9704
Web: www.mnchildcare.org/index.html

Other statewide organizations:

Minnesota 4-H Foundation
University of Minnesota, McNamara Alumni Center
200 Oak Street SE, Suite 270B
Minneapolis, MN 55455
Phone: 612-624-7971
Web: <http://www.fourh.umn.edu>

Minnesota Community Education Association
Web: <http://www.mn-mcea.org>

Additional Resources

State Child Care Administrators:

<http://nccic.org/statedata/dirs/devfund.html>

State TANF Contacts:

http://www.acf.hhs.gov/programs/ofa/hs_dir2.htm

21st Century Community Learning Centers Contacts:

<http://www.ed.gov/programs/21stcclc/contacts.html>

Notes and Sources

Demographics

Total population: *Demographic Profiles: Census 2000*, U.S. Census Bureau, as cited in *State Child Care Profiles*, National Child Care Information Center, available at: <http://nccic.org/statedata/statepro/index.htm>.

Number of children ages 5-12: *Census 2000 Summary File (SF-3) Sample Data*, Table P8, Sex by Age (79), U.S. Census Bureau.

Percent of students eligible for free and reduced-price lunch rate: *Overview of Elementary and Secondary Schools and Districts: School Year 2001-02* (Table 10), National Center on Education Statistics, May 2003. Because data from School Year 2001-02 was unavailable for Wyoming, data from School Year 2000-01 was used. Data was unavailable for either school year for Arizona, Connecticut, and Tennessee.

Percent of K-12 students in Title I "schoolwide" schools: *Overview of Elementary and Secondary Schools and Districts: School Year 2001-02* (Table 9), National Center on Education Statistics, May 2003. The federal Title I program provides funding to local school districts and schools with high percentages of poor children to help ensure that all children meet challenging state academic content and student academic achievement standards. Schools enrolling at least 40 percent of students from poor families are eligible to use Title I funds for schoolwide programs that serve all children in the school.

Child Care and Development Fund

The Child Care and Development Fund (CCDF) is the largest federal funding source for child care. States receive a funding allocation determined by formula and have broad flexibility to design programs that provide child care subsidies for low-income children under the age of 13 and to enhance the quality of child care for all children. Federal CCDF funding consists of mandatory, matching, and discretionary funds. Federal law requires that states spend at least 4 percent of their CCDF funds as well as additional earmarks on activities to improve the quality and availability of child care. CCDF administrative data in this and the following sections is from the U.S. Department of Health & Human Services, Administration for Children and Families, Child Care Bureau, as reported by States, unless otherwise noted.

FFY03 state MOE plus match: In order to receive Federal matching funds, a state must expend Maintenance of Effort funds. Note that this does not capture actual expenditures, only the minimum required to draw down all available federal funds.

FFY02 total quality expenditures: Many states spend more than the required minimum 4 percent on quality expansion activities. Note that this data includes FY02 funds expended for quality activities from each of the CCDF funding streams (mandatory, matching, and discretionary) and expenditures under earmarks for quality, infant and toddler, and school-age and resource and referral. This figure provides information obtained from state financial reports submitted for FY02. States continue to report on their expenditures of FY02 funds until expended; therefore, these numbers are subject to annual updates.

Uses of CCDF Earmarks and Quality Dollars for Afterschool: Portions of CCDF discretionary funds are earmarked specifically for resource and referral and school-age child care activities as well as for quality expansion. (These funds are in addition to the required 4 percent minimum quality expenditure.)

Maximum rate for school-age category: Rate listed applies to center-based care; where rates vary by region or county, the rate for the most populated urban area is given.

Standardized monthly school-age rate: Monthly rate for a child, age 8, in care after school during the school year at a center in the most costly district for four hours per day, 20 days per month. Calculated (in the lowest tier of a tiered system) using information from the FY2004-2005 State CCDF Plan, including rate structures, as submitted to the U.S. Department of Health & Human Services, Administration for Children and Families.

Temporary Assistance for Needy Families (TANF) and Child Care

In addition to spending TANF funds directly on child care, a state may transfer up to 30 percent of its TANF grant to CCDF. Expenditures represent TANF funds spent in FY02 that were awarded in FY02 and prior years. Data from the U.S. Department of Health and Human Services, Administration for Children and Families.

Program Licensing and Accreditation Policies

Ratio of children to adults in school-age setting: Data from National Resource Center for Health and Safety in Child Care, available at: <http://nrc.uchsc.edu>.

Number of NAA-accredited programs: Data from the National AfterSchool Association, April 2004, available at: <http://www.nsaca.org/accredited.htm>.

21st Century Community Learning Centers

The No Child Left Behind Act of 2001 converted the 21st Century Community Learning Centers' authority to a state formula grant. In past years, the U.S. Department of Education made competitive awards directly to school districts. Under the reauthorized law, funds will flow to states based on their share of Title I, Part A funds. States will use their allocations to make competitive awards to eligible entities. 1999, 2000, and 2001 grants will continue to be administered by and receive funding through the U.S. Department of Education.

FFY02 formula grant amount: Data from the U.S. Department of Education 21st Century Community Learning Centers Office. Available at: <http://www.ed.gov/about/overview/budget/statetables/04stbypr.xls>.

Applications funded: Data from *State Administration of the 21st Century Community Learning Centers Program*. Compiled by Learning Point Associates, September 8, 2003.

In 2003, the Child Care Bureau awarded a three-year technical assistance contract to The Finance Project and their partner, the National Governors Association Center for Best Practices, for the Afterschool Investments project. The goals of the Afterschool Investments project include:

- Identifying ways that states and communities are using Child Care and Development Fund (CCDF) subsidy and quality dollars to support out-of-school time programs, and sharing these practices and approaches with other states;
- Identifying administrative and implementation issues related to CCDF investments in out-of-school time programs, and providing information and context (about barriers, problems, opportunities) as well as practical tools that will help CCDF administrators make decisions; and
- Identifying other major programs and sectors that are potential partners for CCDF in supporting out-of-school time programs and providing models, strategies, and tools for coordination with other programs and sectors.

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The Afterschool Investments project's State Profiles are designed to provide a comprehensive overview of noteworthy State and local initiatives across the country. Inclusion of an initiative in the Profiles does not represent an endorsement of a particular policy or practice.